DOCUMENT RESUME

ED 354 342 CE 063 054

TITLE	Vocational/Career Counseling and Career Education for Special Populations. Annotated Resource List.
INSTITUTION	National Center for Research in Vocational Education, Berkeley, CA.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	Dec 92
CONTRACT	V051A80004-92A
NOTE	32p.; Compiled by the Technical Assistance for Special Populations Program (TASSP), University of Illinois.
AVAILABLE FROM	NCRVE Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455 (order no. MDS-453: $2).
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Counseling; *Career Development; *Career Education; Educational Change; Educational Resources; Information Centers; Information Services; Newsletters; Periodicals; Postsecondary Education; Resource Centers; *Resource Materials; Secondary Education; *Special Needs Students; Technical Assistance; Technology Education

ABSTRACT

This resource list is intended to support efforts of educators across the country working to enhance the career development of students who are members of special populations. The listing includes relevant descriptions of publications, organizations, newsletters and journals, and centers for education/information services. These materials are representative of available materials on career development and career counseling, but are not exhaustive. Annotations are provided for 35 publications, 5 newsletters and journals, 10 organizations, and 12 centers for education/information services. Resources are listed alphabetically within each category. Information for print materials include author or source, publisher, place of publication, and date of publication. In addition to a description of the content (publications), type of information provided (newsletters and journals), or services or products available (organizations and centers for education/information services), an address and telephone number are provided. (YLB)

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University of California, Berkeley

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ANNOTATED RESOURCE LIST: VOCATIONAL/CAREER COUNSELING AND CAREER EDUCATION FOR SPECIAL POPULATIONS

Compiled by

Technical Assistance for Special Populations Program (TASPP)

University of Illinois

National Center for Research in Vocational Education
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Berkeley, CA 94704

Supported by
The Office of Vocational and Adult Education,
U.S. Department of Education

December, 1992 MDS-453

CE063054

This document is one of a series of Technical Assistance Reports. This document will be updated periodically. It has not been reviewed by NCRVE; therefore, this paper represents the views of its authors and not necessarily those of the Center or the U.S. Department of Education. NCRVE makes Technical Assistance Reports available upon request for informational purposes.

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FUNDING INFORMATION

Project Title:	National Center for Research in Vocational Education
Grant Number:	V051A80004-92A
Act under which Funds Administered:	Carl D. Perkins Vocational Education Act P. L. 98-524
Source of Grant:	Office of Vocational and Adult Education U.S. Department of Education Washington, DC 20202
Grantee:	The Regents of the University of California National Center for Research in Vocational Education 1995 University Avenue, Suite 375 Berkeley, CA 94704
Director:	Charles S. Benson
Percent of Total Grant Financed by Federal Money:	100%
Dollar Amount of Federal Funds for Grant:	$5,775,376

Disclaimer:

This publication was prepared pursuant to a grant with the Office of Vocational and Adult Education, U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view of opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

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INTRODUCTION

Recent education reforms focusing on technology preparation (tech prep) and integration of vocational and academic education have created a renewed interest in career development and career counseling. This resource listing is intended to support efforts of educators across the country working to enhance the career development of students who are members of special populations. The listings include relevant descriptions of publications, organizations, newsletters and journals, and centers for education/information services. These materials are representative of available materials on the topic, but are not exhaustive.

If you have any questions about this list, or need resources on other topics of concern to special populations in vocational education, please contact the TASPP staff.

Mission

A service program of the National Center for Research in Vocational Education at the University of California, Berkeley, the Technical Assistance for Special Populations Program (TASPP) works nationally to increase vocational program accessibility, quality, and availability for youth and adults from special populations.

Objectives

- Increase awareness and understanding of critical issues in vocational special needs education
- Promote exemplary program activity and the adoption of model practices

Staff

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Address

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(217) 333-0807
FAX: (217) 244-5632

ARTICULATED COUNSELING, GUIDANCE, ADVISING MODEL: TO ACCOMPANY ARTICULATED INSTRUCTIONAL PROGRAMS

Chabot College. (1990).
Hayward, CA: Author.

During the 1987-88 academic year, Chabot College received a grant from the Chancellor's Office, California Community Colleges, to develop a model for the articulation of 2+2 instructional programs. In partnership with the Hayward-New Haven Regional Occupational Center, the model was created and applied to the area of Drafting Technology. A second grant was awarded extending the articulation model to other instructional areas. The articulation process is introduced including the basic principles, criteria, and patterns of articulation, as well as twenty-one steps for articulation. The document states a rationale for an articulation model using future-based, competency-based, and sequence-based curricula. The model, presented in its entirety in the document, was developed by participants in a counseling articulation workshop guided by the following five tasks: (1) develop a common frame of reference; (2) develop a description of the characteristics of those students expected to elect entry into an articulated program and to successfully complete the chosen sequence; (3) develop a statement regarding the role of high school and college counseling guidance and advising services in support of articulated instructional programs; (4) relate the outcomes of Tasks 1, 2, and 3 to the model (2+1), (2+1+1), and (2+2) sequence of the articulated drafting technology program and develop a model sequence for articulated 2+2(+2) counseling, guidance, and advising services; and (5) provide a final draft copy of the work produced. Explanatory notes and sample forms are provided for the processes of application for admission, certificate of admission, and credit by articulation. This guide may be of help to others implementing articulation programs. (18 pages, available for loan upon request)

ADDRESS:
East Central Curriculum Coordination Center
Illinois Vocational Curriculum Center
Sangamon State University, F-2
Springfield, IL 62794-9243
217-786-6375
800-252-IVCC

ADDRESS:
California State Department of Education
Career-Vocational Education Division
1919 21st Street
Sacramento, CA 95814
916-445-9570

CALIFORNIA PLAN FOR CAREER-VOCATIONAL EDUCATION. PART ONE: POLICY DIRECTIONS
California State Department of Education, Chancellor's Office, California Community Colleges. (1989, January).
Sacramento, CA: Author.

The fundamental purpose of this state plan is to establish the unifying mission for career-vocational education in California. It also identifies issues and goals and establishes major priorities for program implementation at both the state and local levels. The plan is comprised of two documents. Part I, contained in this document, is an issue-oriented document that sets forth the mission and goals of career-vocational programs and services in the state's public education system. In general, it is intended to inform state and local policy makers, students and parents, employers, and the public at large about major issues facing California in preparing young people and adults for their roles as productive members of the work force. Specifically, it is intended to influence the objectives and direction of career-vocational education programs and state education agencies by identifying issues related to the delivery of quality programs and support services and by proposing goals for addressing them. Part II of the plan, to be developed at a later date, will focus on implementation strategies, timelines, and measures for accountability. Together, both Parts will constitute the framework for the development, in cooperation with employers and labor representatives, of individualized work plans for the State Department of Education and the Chancellor's Office of the California Community Colleges and for local educators to develop plans that are responsive to student needs and the current, but rapidly changing demands of the labor market. (58 pages)

ADDRESS:
Allyn & Bacon
Department 894
160 Gould Street
Needham Heights, MA 02194-2310
800-852-8024

CAREER DEVELOPMENT AND TRANSITION EDUCATION FOR ADOLESCENTS WITH DISABILITIES
Clark, G. M., & Kolstoe, O. P. (1990).
Needham Heights, MA: Allyn & Bacon.

This book presents a Career Education model developed by Gary Clark based on extensive research and validation by teachers involved with educating adolescents with disabilities for satisfying post-secondary living. Practical examples for teachers are provided and practical suggestions for inter- and intra-agency cooperation are also included. The book links career education with transition of persons from school to adult living, focuses on high school special education programming for mildly disabled youth, and moves beyond the traditional career education model to incorporate transition programming concepts. (480 pages, $35.00)

CAREER EDUCATION FOR TRANSITION: CRITICAL ISSUES

Harrell-Jones, K. L. (1988).
Athens: The University of Georgia, Division of Vocational Education, College of Education.

This monograph provides materials which will inform career resource teachers about transition and topics related to transition and handicapped youth. The articles discuss critical issues which relate to the needs of handicapped youth, professional and parental competencies, employability, job settings, legislation, etc. The purpose is to present information on critical issues involved in the transition of handicapped youth in a manner which will be useful to the classroom teacher when working with handicapped youth. (121 pages, $3.00)

ADDRESS:
University of Georgia
College of Education
Division of Vocational Education
Athens, GA 30602
404-542-4592

CAREER EDUCATION: A CURRICULUM MANUAL FOR STUDENTS WITH HANDICAPS

Baumgart, D. (1990).
Frederick, MD: Aspen Publishers.

The general goal of the first section of this book is to provide information to high school students about careers. Activities are described and inventories are included to help identify students' functional aptitudes and vocational interests. Exercises in which students learn about, classify, observe, and simulate occupational tasks are outlined. Forms and worksheets are included.

The major units in this curriculum are presented in several formats differing in difficulty. Because of this feature, the curriculum can be adapted for students with mild disabilities or those with severe disabilities, or for heterogeneously grouped students representing a range of disabilities.

Assessment is facilitated by questionnaires and by observational checklists. In many cases, these questionnaires would require minimal adaptation before they could be used in classrooms.

The second part of the curriculum is designed for use when students have been placed in worksites. A complete package of forms, materials, and activities to assist instructors in making and monitoring such placements has been developed. And as with the initial phase of the curriculum, the author includes numerous practical suggestions for remedial instruction. (512 pages, $95.00)

ADDRESS:
Aspen Publishers, Inc.
7201 McKinney Circle
P.O. Box 990
Frederick, MD 21701
301-251-5233 in MD
800-638-8437

ADDRESS:
Oregon School Study Council
University of Oregon
1787 Agate Street
Eugene, OR 97403
503-686-5045

CAREER INFORMATION MOTIVATES AT-RISK YOUTH. OSSC BULLETIN, 31(5)
McKinlay, B., & Bloch, D. P. (1989, January).

One of the major challenges in motivating at-risk youth to complete their education is to show that school is relevant to their later success as adults. This OSSC Bulletin demonstrates that information about career options can supply some of that motivation by encouraging youth to set career goals and then to attain the education and training necessary to achieve these goals. Research is presented on the characteristics of at-risk youth and the causes of the problems they face. Features of successful programs which emphasize information about career options are described, along with three model programs utilizing career information with these youth. A brief guide to planning local programs for at-risk youth is included. (46 pages; $3.50 member, $5.00 nonmember)

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Springfield, IL 62794-9243
217-786-6375
800-252-IVCC

CAREER LINKS: AN EMPLOYMENT-RELATED MENTORSHIP PROGRAM FOR ECONOMICALLY DISADVANTAGED TEEN GIRLS
Gates, S., Hannah, L., & Minor, D. (1990, June).
Springfield, IL: Illinois State Board of Education.

Written by the staff of the Women Employed Institute, the Career Links program guide is designed for social service agencies, educational institutions, and other organizations interested in conducting an employment-related mentorship program for economically disadvantaged young women and girls. Career Links, initially funded by the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education, is a program which pairs Chicago girls, aged 14-18 who are at risk of dropping out of school, with successful working women who serve as role models and provide advice, support, and encouragement to help the girls move toward economic self-sufficiency. The guide includes a description of the Career Links program, the steps followed in developing and carrying out the program, and suggestions on how to conduct sessions between the mentors and mentees. Sample forms and letters are included in the appendix. (34 pages)

ADDRESS:
ERIC/CAPS Publications
2108 School of Education
The University of Michigan
Ann Arbor, MI 48109-1259
313-764-9492

COMBATING THE SCHOOL DROPOUT PROBLEM: PROACTIVE STRATEGIES FOR SCHOOL COUNSELORS
Walz, G. R. (1989).
Ann Arbor, MI: ERIC/CAPS Publications.

This book contains a synthesis of the literature on the school dropout problem. It identifies the critical role counselors can play in addressing the issues

involved in students at-risk and describes effective counseling interventions. An ERIC computer search is also included. (106 pages, $8.95)

COMPREHENSIVE GUIDANCE PROGRAMS THAT WORK
Gysbers, N. C. (1990).
Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services.

Successful Comprehensive Guidance Programs in eight school settings in six states are described. The book includes practical suggestions and advice on how to bring about change in K-12 school guidance programs and make them truly comprehensive. (171 pages, $18.95)

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COUNSELORS AND CAREER DEVELOPMENT—A TOPIC IN EDUCATION REFORM PROPOSALS. A SELECTED REVIEW OF NATIONAL EDUCATION REFORM DOCUMENTS
Hoyt, K. B. (1989).
Bloomington, IL: Meridian Education Corporation.

This monograph represents a study of the contents of currently popular national calls for educational reform that center around (1) the K-12 system structure, organization, and function; (2) the goals of education as preparation for work; and (3) the needs of one or more specific segments of the K-12 student population. The brief descriptions of the 29 key reports give the reader a quick insight into how guidance is valued nationwide. It highlights those reports which have and have not demonstrated an understanding of, or support for, guidance and counseling as a needed component for any major educational reform. (15 pages, $1.50)

ADDRESS:
Meridian Education Corporation
236 E. Front Street
Bloomington, IL 61701
309-827-5455

CURRICULUM AND TEACHING STRATEGIES FOR STUDENTS WITH BEHAVIORAL DISORDERS
Center, D. B. (1989).
Englewood Cliffs, NJ: Prentice Hall.

Designed to be useful to both university and classroom teachers, this teaching tool provides specific approaches for teachers of students with behavioral disorders. Based on 15 years of experience teaching students with behavior disorders and methods to teachers of students with behavior disorders, the author presents strategies for dealing successfully with these students.

This methods book addresses the major programming areas based on the definition of the seriously emotionally disturbed in P.L. 94-142, discusses de-

ADDRESS:
Prentice Hall
Simon & Schuster
Higher Education Group
Englewood Cliffs, NJ 07632
800-635-1579

velopmental considerations in using the approaches and suggests materials appropriate for elementary- and secondary-level students, and strikes a balance between behavioral and cognitive approaches to programming for students with behavior disorders. A chapter is devoted to career education and transition services for the behaviorally disordered. (319 pages, $36.00)

ADDRESS:
State of New Mexico
Department of Education
Vocational-Technical Education
Education Building
Santa Fe, NM 87501-2786
505-827-6655

DEVELOPING A CAREER CENTER: A HANDBOOK FOR COUNSELORS

Guthrie, B., Maxwell, S., Mosier, P., Nadaskay, P., & Vallejos, M. (1991).
Santa Fe: New Mexico Department of Education, Vocational-Technical Education.

The year-long Career Center pilot project was administered by New Mexico State University at Alamogordo. It promoted state-wide career guidance awareness through the establishment of a comprehensive Career Center at Alamogordo High School and collaborated in the development of this manual. Written to help faculty and staff involved in career education develop and implement Career Centers in their schools, this handbook integrates the concepts and practical aspects of the project. It includes all aspects of career center development and implementation, from initial organization through acquiring support services to maximizing student involvement. The handbook provides counselors with a method for offering career guidance services and identifies valuable resources that can assist the counselor with providing career education for their students. (69 pages, no charge)

ADDRESS:
Whittier Union High School District
Career Assessment and Placement Center
Rehabilitation Services Administrator
9401 S. Painter Avenue
Whittier, CA 90605
213-698-8121

DISSEMINATION MANUALS OF PROGRAMS

Whittier Union High School District, Career Assessment and Placement Center. (1988, March).
Whittier, CA: Author.

The Career Assessment and Placement Center (CAPC) is a joint effort of the Whittier Area Cooperative Special Education Program and the Whittier Union High School District. The Center provides vocational and independent living services to individuals who have been diagnosed as having a physical, mental, or emotional disability, who have minimal self-care skills, and who are junior high school age or older. Included are manuals on operations, the career education/transition program, vocational counseling, vocational education, and job development and placement. The purpose of the manuals are to provide assistance and direction to anyone interested in starting a transition program and to assist those programs already in place.

DROPOUT PREVENTION: WHAT WE HAVE LEARNED
Peck, N., Law, A., & Mills, R. (1989).
Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse.

This monograph explores the interventions that counselors can use to prevent school dropouts. The authors identify factors related to dropping out of school, describe the characteristics of successful programs, suggest roles for school counselors, and make recommendations for preventing dropouts and improving schools in general. (50 pages, $8.95)

ADDRESS:
ERIC Counseling and Personnel Services Clearinghouse
University of Michigan
School of Education, Room 2108
610 E. University Street
Ann Arbor, MI 48109-1259
313-764-9492

EDUCATIONAL IMPLICATIONS OF DISABILITY: A RESOURCE GUIDE FOR POST-SECONDARY EDUCATORS AND DISABLED STUDENT SERVICES PERSONNEL
Peffer, L. (1991).
Madison, WI: McBurney Disability Resource Center.

Brief descriptions of physical disabilities as well as suggestions regarding educational implications are provided in this resource guide. The physical disabilities are categorized by the following: cardiovascular and pulmonary disorders, diseases of the blood, bone and joint diseases, multiple organ system disorders, special senses (visual, hearing, learning), and neuromuscular disorders. The publication is primarily addressed to counselors and others who work with students with disabilities at the postsecondary level to increase their understanding of the services these students might need. (78 pages, $17.50)

ADDRESS:
McBurney Disability Resource Center
c/o J. Trey Duffy
905 University Avenue
Madison, WI 53715-1005
608-263-2741

GUIDING THE COLLEGE-BOUND LEARNING DISABLED STUDENT: A DIRECTORY OF PROGRAMS AND SERVICES AT NACAC MEMBER INSTITUTIONS
Alexander, J., & Rolfe, J. (Comps). (1991).
Alexandria, VA: National Association of College Admission Counselors.

This guide examines the scope and availability of services to learning disabled students and provides school counselors with information that will assist learning disabled students in successfully entering and studying at the college level. This resource contains information about more than 1,000 programs and services for learning disabled students at National Association of College Admission Counselors member institutions. (49 pages, $10.00)

ADDRESS:
National Association of College Admission Counselors
1800 Diagonal Road
Suite 430
Alexandria, VA 22314
703-836-2222

ADDRESS:
Jossey-Bass Inc., Publishers
350 Sansome Street
San Francisco, CA 94104
415-433-1767

HELPING STUDENTS SUCCEED IN THE REGULAR CLASSROOM: A GUIDE FOR DEVELOPING INTERVENTION ASSISTANCE PROGRAMS
Zins, J. E., Curtis, M. J., Graden, J. L., & Ponti, C. R. (1988).
San Francisco, CA: Jossey-Bass Inc.

This book shows school psychologists, guidance counselors, and other special services professionals how to develop programs that allow teachers to help students with special needs in the regular classroom and avoid the costly and often ineffective process of placing those students in special education classes. Through these intervention assistance programs, school psychologists, counselors, and social workers consult with teachers to help students with mild learning or behavior problems to function effectively in regular classrooms. (273 pages, $26.95)

ADDRESS:
Career Education Services
P.O. Box 285
Centerville, MA 02632
508-775-0271

HIRE LEARNING: SCHOOLING THAT WORKS
Duffy, P. L., & Wannie, T. W. (1990, December).
Centerville, MA: Career Education Services.

With the growing emphasis on improving the school-to-work process, this resource can be used independently as a work text or as part of a secondary school curriculum to teach school-to-work transition skills for high school students and young adults. Because of it's comprehensive approach to job training and career planning, this resource can also be used in postsecondary education instruction.

This career education/guidance resource, which includes an instructor's guide, should be of particular interest to industry-education coordinators/directors; career educators; guidance counselors; and those involved in areas such as vocational and technical training, work-study, cooperative educational programs, and special needs education. (319 pages, $25.00 plus $2.50 shipping/handling charge)

ADDRESS:
HEATH Resource Center
One Dupont Circle
Suite 800
Washington, DC 22036-1193
202-939-9320
800-544-3284

HOW TO CHOOSE A COLLEGE: GUIDE FOR THE STUDENT WITH A DISABILITY (3RD ED.)
Jarrow, J., Baker, B., Hartman, R., Harris, R., Lesh, K., Redden, M., & Smithson, J. (Eds.). (1991).
Washington, DC: HEATH Resource Center and Association on Higher Education and Disability.

Designed to be used in combination with other guides to selecting a college, this guide can assist students with disabilities to organize their search and decision-making process. The authors urge the student not to allow their "disability to become the major influence in your life: keep it in its proper perspective." (no charge)

INDIVIDUALIZED CAREER PLAN (ICP): IMPLEMENTATION MANUAL
(1988).
Macomb, IL: Curriculum Publications Clearinghouse.

This manual has been designed to assist local education agencies in incorporating a process that will encourage secondary students to develop and implement career plans. The manual includes the following: questions commonly asked about the ICP process; guidelines for implementing the ICP process; sample ICP formats; resources for ICP implementation; and abstracts of related ICP projects. ($5.00)

ADDRESS:
Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
309-298-1917
800-322-3905

INDIVIDUALIZED CAREER PLAN (ICP): SAMPLES BOOK
(1988).
Macomb, IL: Curriculum Publications Clearinghouse.

This book has been designed to assist local education agency personnel in implementing a process that will encourage students to develop career plans. It includes a listing of all schools in Illinois currently using the ICP; fact sheets for each of these schools; and sample ICP formats for regional systems, community colleges, high schools, junior high schools, the Department of Corrections, special needs, and adult education. ($50.00)

ADDRESS:
Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
309-298-1917
800-322-3905

INVITATIONAL LEARNING FOR COUNSELING AND DEVELOPMENT
Purkey, W. W., & Schmidt, J. J. (1990).
Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services.

This book explains how integrating the principles of Invitational Learning and counseling into guidance programs was a positive force for change in seven different school settings. An excellent approach for responding to students at risk and minimizing drop-outs. (138 pages, $16.95)

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The University of Michigan
Ann Arbor, MI 48109-1259
313-764-9492

JOB-FINDER'S WORKBOOK
Muklewicz, C., & Bender, M. (1988).
Waltham, MA: College-Hill Press.

Designed to help job hunters plan and conduct successful searches for employment, this workbook provides an overview of the job search process, employment seeking information and guidelines, and completed samples of an individualized plan for employment. It also includes a list of over 200 job alternatives and the industries that make up our economy, job search strategies, record keeping, and

ADDRESS:
College-Hill Press
Order Department
200 West Street
Waltham, MA 02254-9931
800-343-9204

suggestions for adjusting to work once a job has been obtained. A complete set of blank counseling forms useful for structuring counseling procedures such as assessing work readiness, selecting employment objectives, and removing barriers to employment are included. ($35.00)

ADDRESS:
Instructional Materials Laboratory
University of Missouri-Columbia
2316 Industrial Drive
Columbia, MO 65202
800-669-2465

MISSOURI COMPREHENSIVE GUIDANCE: A MODEL FOR PROGRAM DEVELOPMENT AND IMPLEMENTATION
Missouri Department of Elementary and Secondary Education, Division of Vocational Education. (1990). Columbia: Author.

The primary purpose of the Missouri Comprehensive Guidance Program Model is to assist districts in planning, developing, implementing, and evaluating comprehensive and systematic guidance programs in kindergarten through grade twelve. The model is based on results obtained from pilot testing activities based in school districts. While it is a State Model, local districts have the flexibility to modify the model to meet local needs.

Kits are available for the elementary level (K-6), middle school level (6-9), and secondary level (9-12) and come in storage boxes with manual, activities, and transparency masters.

Each kit contains an operations manual for K-12 that covers structural and programmatic components, implementation steps, involving other personnel, and program evaluation procedures. There are approximately 250-300 guidance learning activities in each kit. (500 pages, $80.00/kit)

ADDRESS:
Resources in Special Education, RISE
650 Howe Avenue, Suite 300
Sacramento, CA 95825
916-641-5925

MODEL CURRICULUM EMPHASIZING TRANSITION: A CURRICULUM PLANNING GUIDE FOR STUDENTS WITH MILD DISABILITIES
Andersen, L. (1988).
Sacramento, CA: Resources in Special Education.

The components in this curriculum guide range from a philosophy statement and definitions of transition to an extensive set of special education goals and objectives in both print and computer disk formats. It is designed to be used for mildly disabled students from preschool through grade 12. The sections may be used independently, and many subcomponents can be modified or replaced to meet the user's unique needs. The purpose of the document is to enable educators, parents, and students to meet the numerous challenges and opportunities emphasizing successful transition from school to work and to a quality adult life. (412 pages, $25.00)

NATIONAL CAREER DEVELOPMENT GUIDELINES
National Occupational Information Coordinating Committee. (1990).
Portland, OR: Northwest Regional Educational Laboratory.

This comprehensive set of career development guidelines for career guidance professionals has been created by the National Occupational Information Coordinating Committee in a nationwide initiative to foster excellence in career development programs, kindergarten through adult. The guidelines use a competency-based approach to identify desired outcomes of comprehensive career guidance programs for participants at each developmental level; they also identify personal competencies needed by counselors to deliver quality programs and outline organizational capabilities necessary for state and local organizations to strengthen and improve career development programs. The guidelines focus on building students' and adults' career "competencies"—their ability to understand the world of work and to find their place in that world. These competencies are organized around three categories: (1) self-knowledge, (2) educational and occupational exploration, and (3) career planning. The complete set includes a Trainer's Manual; State Resource Handbook; and Local Handbooks for the following: Community and Business Organizations, Postsecondary Institutions, High Schools, Middle/Junior High Schools, and Elementary Schools. ($10.90 each, $68.80 for entire set of seven handbooks)

ADDRESS:
Northwest Regional Educational Laboratory
101 S.W. Main Street
Suite 500
Portland, OR 97204
503-275-9500

OCCUPATIONAL OUTLOOK HANDBOOK: 1990-91 EDITION
U.S. Department of Labor. (1990, April).
Orange, CA: Career Publishing Incorporated, Vocational and Applied Technology.

The Government's premier publication on career guidance, this handbook provides essential information about the changes in the world of work and the qualifications that will be needed by tomorrow's workers. Revised every two years, the Handbook describes the nature of the work; working conditions; training, other qualifications, and advancement; job outlook; earnings; and related occupations. A separate section lists names and addresses of associations, government agencies, unions, and other organizations that provide useful information on careers. An index cross-references Dictionary of Occupational Titles numbers to occupations covered in this handbook. (492 pages; $22.00 hardcover, $17.00 softcover)

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THE POSTSECONDARY LEARNING DISABILITIES PRIMER
Stewart, A. C. (1989).
Cullowhee, NC: Western Carolina University, Learning Disabilities Training Project.

This training manual is designed for those who serve students with learning disabilities, as well as for training those who will work in that capacity. It was developed by the staff of the Learning Disabilities Training Project of Western Carolina University with funding from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The manual describes the development of learning disabilities policies, procedures, and programs. Major topics covered include transition from high school to postsecondary education; institutional considerations in LD policy and programming; academic concerns and accommodations; social skills, academic advising, and counseling issues; faculty and staff training; career choices; and job skills. Resources are included. (52 pages, $20.50, all orders must be prepaid)

ADDRESS:
Center on Education and
Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
614-292-4353 in OH
800-848-4815 out of state

RETAINING AT-RISK STUDENTS: THE ROLE OF CAREER AND VOCATIONAL EDUCATION (INFORMATION SERIES NO. 335)
Tindall, L. W. (1988).
Columbus: The Ohio State University, Center on Education and Training for Employment.

The problems encountered by at-risk youth are community, state, and national concerns. To address education's response to those concerns, the author reviews the literature on retaining at-risk youth and motivating them to return to school. He examines the causes of at-risk status and their implications for the U.S. labor force. Vocational and nonvocational strategies and exemplary programs for serving at-risk youth are described. Finally, the key professional and personal roles that career and vocational educators can play are discussed, emphasizing the need for comprehensive programs that involve business, education, and community agencies. (48 pages, $6.00)

ADDRESS:
North Central Regional
Educational Laboratory
1900 Spring Road
Suite 300
Oak Brook, IL 60521
708-571-4700

RURAL STUDENTS AT RISK: SUCCESS FOR STUDENTS AT RISK
Elliott, J. (1988).
Oak Brook, IL: North Central Regional Educational Laboratory.

Reporting on the findings of a study sponsored by the North Central Regional Educational Laboratory, this paper attempts to help meet the need for identifying and describing students in rural schools who are at potential educational risk. Primary factors affecting

the educational process in rural schools are geographic isolation and economic decline.

The existing limitations on rural districts suggest that the greatest chance for success will come as a result of a series of collaborative relationships. Rural schools will need to form partnerships with local communities that will maximize the inherent strengths of both, such as community service programs. For many districts, survival and effective education will depend on their ability to consolidate or form partnerships with other districts in order to offer a full range of academic, vocational, and extracurricular opportunities equal to that available in non-rural environments. In order to meet the educational expectations set for them, rural students must be guaranteed the counseling and guidance they need to mediate the factors impinging on their lives.

School districts hoping to achieve educational excellence must be willing to take whatever steps are necessary to improve their capability to meet the needs of all of their students. At a minimum, these steps include improved personal and career counseling for students, parent education, inter-district cooperation to provide adequate school programs and curriculum, and school-community collaboration to maximize the use of scarce rural resources. (21 pages, $6.00)

SERVING SPECIAL NEEDS POPULATIONS IN RURAL AMERICA. THE JOURNAL FOR VOCATIONAL SPECIAL NEEDS EDUCATION, 12(2)

Schloss, P. J. (Ed.). (1990, Winter).

Five articles in this special issue focus on special needs students in rural settings. Topics addressed include the following: the roles and responsibilities of vocational resource personnel in rural settings, guidance and counseling in rural communities for students with special needs, vocational assessment, serving language minority and multi-cultural special populations in rural areas, and developing employment options for special populations in rural areas. (single copy $6.50)

ADDRESS:
Journal for Vocational Special Needs Education
Department of Special Education
311 Townsend Hall
University of Missouri
Columbia, MO 65211

SPECIALLY YOURS: FREE AND INEXPENSIVE RESOURCES FOR ASSISTING HANDICAPPED, DISADVANTAGED AND LIMITED-ENGLISH-PROFICIENT STUDENTS IN CAREER-VOCATIONAL PREPARATION (REV. ED.)

Vocational Education Resource System (VERS) Sonoma State University, & Vocational and Occupational Information Center for Educators (VOICE), California State Department of Education. (1989, January). Sacramento, CA: Author.

ADDRESS:
Vocational Education Resource System
Sonoma State University
California Institute on Human Services
1801 E. Cotati Avenue
Rohnert Park, CA 94928
707-664-2416

This resource manual is designed to assist educators who want to better serve disabled, disadvantaged, and limited-English-proficient students in secondary education career-vocational preparation programs. It provides relevant information in a concise format regarding materials, services, and equipment which are available at low or no cost to school personnel. The resources compiled include key elements around which career-vocational preparation educators are expected to plan. These elements include an emphasis on transition from school to work, employability skills, infusion of academic core competencies, career awareness and job specific skills training. The entries are cross-indexed in several ways to facilitate resource identification. The major section headings include (1) administration and accountability, (2) assessment/career planning and counseling, (3) community services and businesses, (4) curriculum adaptations and instructional modifications, (5) equal education, (6) employability skills and job development, (7) professional development news and networks, (8) facility access, and (9) child care for teenage parents. (360 pages, $18.50)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
800-637-7652

STUDENTS AT RISK: SELECTED RESOURCES FOR VOCATIONAL PREPARATION (MDS-111) (ERIC DOCUMENT REPRODUCTION SERVICE NO. ED 324-416)

Kallembach, S. C., Coyle-Williams, M., & Glaeser, M. (1990, September).
Berkeley, CA: National Center for Research in Vocational Education, University of California, Berkeley, Technical Assistance for Special Populations Program.

The Technical Assistance for Special Populations Program designed this resource guide to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and others serving students at risk of dropping out of school.

The guide offers its readers an array of resources on students at risk, including relevant publications, newsletters, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases.

Materials listed in the guide are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. General background literature and additional resources are also provided. This resource guide is not intended to be an exhaustive

listing of all available resources, but, rather, materials are included which are representative of the field. For each entry, an annotation is provided along with the price and ordering information whenever possible. An address listing for ordering the publications is included in the appendix. (80 pages, $2.75 prepaid)

WORK IN THE NEW ECONOMY: CAREERS AND JOB SEEKING INTO THE 21ST CENTURY (REV. ED.).
Wegmann, R., Chapman, R., & Johnson, M. (1989). Indianapolis, IN: JIST Works, Inc.

Co-published with the American Association for Counseling and Development, this book is a resource for employers, educators, unions, labor market institutions and others interested in helping others plan their careers or find jobs. The authors' analysis of labor market information leads to projections of changes in the U.S. economy and work lives through the year 2000. Part one is a review of the changes which have, over the last decade, transformed the American labor market. Part two discusses job search skills, and part three highlights job search assistance. The book includes over 330 references. (303 pages, $14.50)

ADDRESS:
JIST Works, Inc.
720 North Park Avenue
Indianapolis, IN 46202-3431
800-648-JIST

YOUTH AT RISK: A RESOURCE FOR COUNSELORS, TEACHERS AND PARENTS
Capuzzi, D., & Gross, D. R. (Eds.). (1989). Alexandria, VA: American Association for Counseling and Development.

Pregnancy, substance abuse, and suicide are only a few of the many life-changing behaviors being adopted by substantial numbers of today's teenagers. Add physical abuse, sexual abuse, low self-esteem, eating disorders, depression, AIDS, and dropping out of school and it becomes obvious that many young people are at risk of not fulfilling their potential. To aid professionals who deal with these problems every day, this book is designed for counselors, teachers, administrators, social workers, and any other professionals involved in training and teaching future helping professionals. The book includes strategies for prevention and treating stress, anorexia, bulimia, gang warfare, teen pregnancy, suicide, and dropping out, with dozens of detailed case studies and proven interventions. Sources and resources are also identified for handling modern adolescent problems. (394 pages; $26.95 AACD members, $29.95 nonmembers)

ADDRESS:
American Association for
Counseling and Development
5999 Stevenson Avenue
Alexandria, VA 22304
800-545-AACD
703-823-9800 in VA

ADDRESS:
Diversified Learning, Inc.
72-300 Vallant Road
Rancho Mirage, CA 92270

CAREER EDUCATION NEWS

Coverage of issues, programs, projects, materials, and events related to areas such as career education, school-to-work transition, industry-education collaboration in academic and vocational education at all levels, preparation for work, and school improvement are featured in this newsletter. Industry-education practitioners will find this newsletter useful in providing up-to-date coverage of work/education activities. It is published the first and fifteenth of every month, September through June. ($60.00)

ADDRESS:
Donn E. Brolin, Project Director
Career Development Projects
111 Townsend Hall
University of Missouri-Columbia
Columbia, MO 65211

THE CAREER ED-UCATOR

Published periodically as the newsletter of the Career Development Projects, it contains information and new developments from the field about Life Centered Career Education (LCCE). Articles include topics such as functional curriculum, curriculum-based assessment, and transition and highlight model programs and practices. (no charge)

ADDRESS:
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, OH 43210
614-292-4353
800-848-4815

THE ERIC FILE

This biannual newsletter presents information that will help individuals more effectively use the ERIC Clearinghouse on Adult, Career, and Vocational Education. It provides information about the Clearinghouse's activities, current acquisitions, and materials available free of charge in the fields of career, adult, and vocational education. (no charge)

ADDRESS:
Vito R. Pace, Editor
National Association for Industry-Education Cooperation (NAIEC)
235 Hendricks Boulevard
Buffalo, NY 14226-3304
716-834-7047

NAIEC NEWSLETTER

Published six times a year, this publication provides updates on NAIEC's activities, legislation, educational policy, industry-education councils, conferences, and resources. Each issue contains information on the newest developments in industry-education collaboration in school improvement for public, private, and postsecondary levels; career education; and work/education related programs. ($18.00 non-membership)

OCCUPATIONAL OUTLOOK QUARTERLY

Articles concerning occupational and career information, including topics such as current labor statistics, trends in occupations, job searching, and resources, are provided in this quarterly publication. ($6.50 individual subscription, $2.50 single copy)

ADDRESS:

Melvin Fountain, Editor
Bureau of Labor Statistics
Publications Sales Center
P.O. Box 2145
Chicago, IL 60690

ADDRESS:
Agency for Instructional Technology
Box A
Bloomington, IN 47402-0120
812-339-2203
800-457-4509

AGENCY FOR INSTRUCTIONAL TECHNOLOGY (AIT)

The Agency for Instructional Technology (AIT) is a nonprofit U.S.-Canadian organization established in 1973 to strengthen education through technology. AIT provides leadership and service to the education community through cooperative development, acquisition, and distribution of technology-based instructional materials.

The instructional materials made available through AIT are either developed and financed through joint program projects organized and managed by AIT, or acquired from state and local education agencies.

A variety of video and software materials for vocational, occupational, and career programs are available from this organization. In addition, curriculum materials which integrate academic and vocational instruction with physics, math, and communication are also available.

AIT's free, quarterly newsletter provides up-to-date information about videos and activities.

ADDRESS:
American Counseling Association
Lauren Scheib, Public Relations Director
5999 Stevenson Avenue
Alexandria, VA 22304
703-823-9800
703-370-1943 TDD

AMERICAN COUNSELING ASSOCIATION (ACA)

ACA is an educational and scientific organization dedicated to the growth and enhancement of the counseling and human development profession. It provides leadership training, continuing education opportunities and advocacy services to its members. It also represents members interests in other professional associations, before Congress and with federal agencies. ACA members work in education settings, from pre-school through higher education, in mental health agencies, community organizations, correctional institutions, employment agencies, rehabilitation programs, government, business, industry, research facilities, and private practice. ACA and its members are committed to the continuing enhancement of the counseling and human development profession. Prior to 1992, ACA was called the American Association for Counseling and Development (AACD).

ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION (ACES)

An active national division of the American Counseling Association (ACA), the Association for Counselor Education and Supervision (ACES), is made up of approximately 3,000 members engaged in the preparation and supervision of counselors and student members who are preparing for such careers. Through the accreditation process and professional development activities, ACES seeks to improve the education, credentialing, and supervision of counselors. Its publications include Counselor Education and Supervision and the ACES Newsletter. In addition to these quarterly publications, members receive 18 issues of Guidepost and an annual subscription to the Journal of Counseling and Development.

ACES has annual conventions, a service to list members' personal qualifications with a placement center, a counselor legal defense service, professional resources, and references available to members.

ADDRESS:
Association for Counselor
Education and Supervision
Michael Altekruse, President
SIU Clinical Center, WHAM 141
Southern Illinois University-
Carbondale
Carbondale, IL 62901
618-453-2361

CAREER PLANNING AND ADULT DEVELOPMENT NETWORK

The Career Planning and Adult Development Network is a professional organization of 1,000 career development and human resource professionals. One of the Network's primary objectives is to make its readership aware of current issues, events, news, books, materials, and other resources that would be of professional interest to them. A monthly newsletter and a quarterly journal are available to members.

ADDRESS:
Career Planning and Adult
Development Network
Richard L. Knowdell
Executive Director
4965 Sierra Road
San Jose, CA 95132
408-559-4946

DIVISION ON CAREER DEVELOPMENT (DCD)

An organization within the Council for Exceptional Children (CEC), the Division on Career Development (DCD) focuses on the career development of children, youth, and adults of all ages and all exceptionalities. The division focuses on transition from school to adult life as a major component of the career development process. Its primary purpose is to promote the career development of exceptional children, youth, and adults in order to bring about efficient and effective programs of career awareness, exploration, preparation, and transition for individuals of all exceptionalities from early childhood through adulthood.

DCD collaborates with other divisions of CEC and with other organizations on issues related to career development and transition. It also disseminates information on the activities of other divisions and organizations that may be of interest to DCD members.

ADDRESS:
Division on Career Development
Bonnie Jones, Chair
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
703-620-3660

DCD publishes a newsletter four times a year which provides information about legislation, projects, resource materials, and implementation strategies. The Career Development of Exceptional Individuals Journal is published twice a year and carries articles dealing with the latest research activities, model programs, and issues in career development and transition planning. DCD also develops and disseminates position papers and other publications on current issues in the field; sponsors an international conference every two years, as well as a strand of sessions at each International CEC Conference; sponsors regional and state conferences on career development and transition; and provides current updates to members on major legislation such as the Carl D. Perkins Vocational and Applied Technology Education Act, The Americans with Disabilities Act, and the Vocational Rehabilitation Act.

ADDRESS:
National Academy for Leadership Development
Robert E. Norton, Director
Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, OH 43210
614-292-4353
800-848-4815

NATIONAL ACADEMY FOR LEADERSHIP DEVELOPMENT

The National Academy for Leadership serves the needs of practicing administrators of vocational-technical-occupational and career education. The focus of the Academy's work is on the enhancement of leadership. Membership is by district, institution, or organization. The annual program of work includes seminars and institutes, a quarterly newsletter, research briefs, and networking opportunities. The Academy is a joint effort between the National Council of Local Administrators and the Center on Education and Training for Employment.

ADDRESS:
National Career Development Association
E. Niel Carey, Executive Director
American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304-3300
301-461-5574
800-347-6647

NATIONAL CAREER DEVELOPMENT ASSOCIATION (NCDA)

A division of the American Counseling Association, the National Career Development Association (NCDA), is an association of approximately 6,000 career professionals who work in educational settings, business and industry, community and government agencies, and in private practice. Formerly the National Vocational Guidance Association, NCDA's mission is to facilitate career development across the lifespan. To carry out its mission and to carry out its responsibility for service to the public and to the career profession, NCDA produces publications and develops standards and guidelines; conducts professional development and continuing education programs and activities; and conducts public service and public awareness activities.

The Association currently has state divisions in 32 states. In addition to the Career Developments Newsletter, NCDA publishes a journal, the Career Development Quarterly, and a variety of professional publications, monographs, and video materials. Members receive the newsletter and journal and may purchase professional publications and monographs at member rates. Membership applications are available from the American Counseling Association. Contact NCDA for a publication listing. mcw

NATIONAL ASSOCIATION OF RETURNING STUDENTS (NARS)

This association serves the nation's 7 million adult students before, during, and after their return to postsecondary school. NARS provides members with a newsletter featuring the stories of adult students and listings of resources and financial aid. The Association maintains a data base of study aids and counseling centers.

ADDRESS:
National Association of Returning Students
Laureal Williams, Executive Director
P.O. Box 3283
Salem, OR 97302
503-581-3731

PARTNERSHIP FOR TRAINING AND EMPLOYMENT CAREERS

The Partnership for Training and Employment Careers is a professional association for practitioners in employment and training, and related programs. It works to improve the effectiveness of the nation's employment and training programs, and to foster professionalism through information, advocacy, and support for individual career development.

The Partnership is the only association for all individual professionals and policy makers in human resource development. Members possess a range of expertise and experience in employment and training and related human resource development programs. Partnership resources include: The Partnership Advantage, a monthly newsletter offering legislative policy news, current resources, and research and news on the profession; PUBS Retrieval, a publications library; Docu-Serve, a subscription service which provides access to documents in training and employment; the Partnership annual conference; and the Journal of Professional Papers, a collection of the papers presented at the annual conference, model programs, and studies.

ADDRESS:
Partnership for Training and Employment Careers
Cynthia Davis, Executive Director
1620 Eye Street, N.W.
Washington, DC 20006-4005
202-887-6120

PUBLIC OFFENDER COUNSELOR ASSOCIATION (POCA)

The membership of the POCA is interdisciplinary in nature and includes persons in many work areas, including probation and parole, mental health, alcohol and drug abuse, adult and juvenile offender rehabili-

ADDRESS:
Public Offender Counselor Association
William Noger Fatum, President
30 Tecumsah Trail
Browns Mills, NJ 08015
609-893-5299

tation, vocational rehabilitation, social work, and school settings. POCA is the primary professional association which advocates the development of effective counseling and rehabilitation programs for adult and juvenile public offenders and their families. POCA offers a means of gaining identity as a professional counselor and information and programs on public offender counseling. Membership is open to AACD members who have an interest in the field of offender counseling.

CENTERS FOR EDUCATION/INFORMATION SERVICES

CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT

CETE conducts applied research, evaluation, and policy analysis and provides technical assistance, leadership training and development, curriculum development, and information services focused on public and private sector vocational, technical, and career education. The Center's goal is to make employment-related education more responsive to societal needs.

The Center has produced a variety of products and provides a range of services designed for professionals at all levels of employment-related education and training. Centergram is the Center's monthly newsletter.

ADDRESS:
Center on Education and Training for Employment (CETE)
The Ohio State University
CETE Publications Office, Box C
1900 Kenny Road
Columbus, OH 43210-1090
614-292-4353 (in OH)
800-848-4815
FAX: 614-292-1260

ERIC CLEARINGHOUSE ON ADULT, CAREER, AND VOCATIONAL EDUCATION (ERIC/ACVE)

The ERIC Clearinghouse provides comprehensive information services in adult and continuing education; career education, childhood through adult; and vocational and technical education. Publications include in-depth reviews, Digests that summarize information on selected topics, Trends and Issues Alerts that provide information on emerging trends and issues, and Practice Application Briefs that are based on research findings. Services include computer searches and referrals.

ADDRESS:
ERIC Clearinghouse on Adult, Career, and Vocational Education
The Ohio State University
Judy Wagner, Assistant Director for Dissemination
1900 Kenny Road
Columbus, OH 43210-1090
614-292-4353 (in OH)
800-848-4815
FAX: 614-292-1260

ERIC CLEARINGHOUSE ON COUNSELING & PERSONNEL SERVICES (ERIC/CAPS)

CAPS is one of the sixteen subject-oriented clearinghouses of the ERIC system. The Clearinghouse's scope includes the preparation, practice, and supervision of counselors at all educational levels and in all settings; the theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; the nature of pupil, student, and adult characteristics; and personnel workers and their relation to career planning, family consultations, and student orientation activities. ERIC/CAPS offers professionals products such as monographs, special issues papers, recent studies, computer search analyses, bibliographies and digests, as well as a quarterly information bulletin featuring Clearinghouse activities, products, and articles on timely topics. The Clearinghouse's staff also

ADDRESS:
ERIC Clearinghouse on Counseling & Personnel Services
Christine Eldred
University of Michigan
School of Education, Room 2108
610 E. University Street
Ann Arbor, MI 48109-1259
(313) 764-9492
FAX: 313-747-2425

offers question-answering services; computer searching of the ERIC database; on-site user services with a complete ERIC microfiche collection at the ERIC Resources Center; and national, state, and local workshops on high-priority counseling concerns. sck

ADDRESS:
Far West Laboratory for
Educational Research and
Development
730 Harrison Street
San Francisco, CA 94107-1242
415-565-3000
FAX: 415-565-3012

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (FWL)

This lab is one of ten regional educational laboratories established by the Office of Educational Research and Improvement, U.S. Department of Education, to focus on school improvement throughout the United States. The Far West Laboratory provides advanced learning and effectiveness for educators, parents, and policymakers through research, applications, and partnerships. Services include instructional development, staff training analysis and design, organizational design, evaluation, research, technical writing, and information dissemination. Products include program guidelines, handbooks, manuals, resource directories, information catalogs, audiovisual materials, curriculum models and materials, institutional designs, conference proceedings, and evaluation and research reports. The Laboratory also participates in research, development, and technical assistance projects on such topics as essential skills, experience-based career education, staff development, and initiatives to improve opportunities for minority and female students.

ADDRESS:
Missouri LINC
Linda K. Bradley, Interim Director
University of Missouri-Columbia
College of Education
401 E. Stewart Road
Columbia, MO 65211
314-882-2733
800-392-0533 MO only
Missourilinc
FAX: 314-882-5071

MISSOURI LINC (MO LINC)

Missouri LINC is a technical assistance center providing services to special educators, vocational educators, counselors, and administrators who train special needs students as mandated in current legislation. The mission of Missouri Linc is to improve career, prevocational, and transition programs for youth with special needs in Missouri. Activities and services include information assistance, publications and product development, research and development, and professional development.

MULTIFUNCTIONAL RESOURCE CENTERS

Funded by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), a total of 16 Multifunctional Resource Centers (MRCs) provide technical assistance and training for programs serving limited English proficient (LEP) students within their designated service regions. Technical assistance may include the areas of ESL methodology, language acquisition, cross-cultural issues, community involvement, and literacy. Each MRC collects and disseminates to other MRCs information on a specific aspect of bilingual education, including such issues as English literacy for LEP students; bilingual vocational education, special education, adult education, and program administration; ESL and other alternatives; counseling and career education for LEP students; and educational technology in bilingual programs. For an updated directory of the 16 MRCs, contact the Office of Bilingual Education and Minority Languages Affairs at the above address.

ADDRESS:
Multifunctional Resource Centers
Rita Esquivel, Director
Nguyen Ngoc Bich, Deputy Director
Office of Bilingual Education and Minority Languages Affairs (OBEMLA)
400 Maryland Avenue, S.W.
Switzer Building, Room 5086
Washington, DC 20202-2518
202-732-5700

NATIONAL INFORMATION CENTER FOR EDUCATIONAL MEDIA (NICEM)

The NICEM database covers the entire spectrum of non-print media intended for use in the educational field from preschool to graduate and professional school levels and for vocational training. Librarians, media specialists, curriculum planners, educators, trainers, and researchers can select from among thousands of programs available representing a variety of producers and distributors.

Subject areas that apply to learning are included in the database. Heavily covered subject areas include vocational and technical education, special education, and guidance and counseling. NICEM continues to acquire and collate information from a number of sources, including producer and distributor catalogs for non-print materials, the Library of Congress media centers, colleges, universities, and libraries.

ADDRESS:
National Information Center for Educational Media
Patrick J. Sauer, Managing Editor
Publishing Division,
Access Innovations, Inc.
P.O. Box 40130
Albuquerque, NM 87196
505-265-3591
800-468-3453
FAX: 505-256-1080

NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE (NOICC)

NOICC is a federal interagency committee that promotes the development and use of occupational and labor market information. NOICC's primary mission is to improve communication and coordination among developers and users of occupational and career information and to help states meet the occupational information needs of vocational education and employment and training program managers as well as individuals exploring occupational options and making career decisions. Working with a network of State

ADDRESS:
National Occupational Information Coordinating Committee
Juliette N. Lester, Executive Director
2100 M Street, N.W., Suite 156
Washington, DC 20037
202-653-5665
FAX: 202-653-2123

Occupational Information Coordinating Committees (SOICCs), NOICC provides leadership, funding, and technical assistance to the SOICCs in a variety of ways. NOICC and the SOICCs have developed data systems that are designed to help provide planners and program managers with up-to-date and locally relevant occupational supply and demand information upon which to base program decisions. The two committees have also developed Career Information Delivery Systems (CIDS) and career development programs that help meet the labor market information needs of individuals making decisions about occupations and careers. sck

ADDRESS:

Planning and Integrating Basic Academic Skills into Vocational Teacher and Counselor Education Curricula
Brian Cobb, Project Director
Nancy Hartley, Project Coordinator
Colorado State University
School of Occupational and Educational Studies
Fort Collins, CO 80523
303-491-6835
303-491-1124

PLANNING AND INTEGRATING BASIC ACADEMIC SKILLS INTO VOCATIONAL TEACHER AND COUNSELOR EDUCATION CURRICULA

The goal of this federally-funded project is to develop, field-test, and disseminate two sets of pre-service curricula to assist educators and counselors in integrating basic academic skills into vocational education. One set of materials will be designed for use by vocational teacher educators, the other will be for vocational counselor educators.

A four-step development process will be used. First, two Working Groups (teams of national experts) will assist project staff in all phases of materials development. The second step will involve the development of two reviews of theoretical and empirical literature—one in vocational teacher education and one in vocational counselor education. The third step will be a series of eighteen on-site reviews. Each will undergo a nomination and assessment process to ensure that basic academic skills are being integrated into the pre-service curriculum. Finally, a comprehensive analysis of the literature review and on-site research data will be used to develop draft sets of pre-service curricula. These will be competency-based and organized for individualized instruction with adults and at-risk groups, as well as with mainstream vocational and counselor education students.

To field-test the draft curricula, an additional eighteen sites will be selected. The final stage of this project will be nationwide dissemination of these curricula through publications and conference presentations.

PROJECT M.A.I.N.E.

Project M.A.I.N.E. (Maine Assists Innovators in Nurturing Excellence) is a technical assistance and career awareness program designed to enable Portland's limited English proficient students to improve their English language skills, establish sound career goals, and to pursue these goals whether they call for college education, vocational training at the regional vocational technical center, or high school courses leading to immediate employment upon graduation. The Project develops training materials for use in conjunction with adoption of the program; conducts outreach activities to inform potential users about its purposes and about the availability of assistance from the project in its adoption elsewhere; assists others in adoption of the program by providing training and technical assistance to educational personnel in the preparation, implementation, and evaluation of the program at the replication site; and seeks to ensure and improve its own effectiveness by assessing its success in achieving its own objectives and by monitoring and evaluating the adoption of the program at its replication sites.

In 1988, Project MAINE was selected by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs as a Program of Academic Excellence.

ADDRESS:
Project M.A.I.N.E.
Grayce E. Studley, Director
Portland Public Schools
331 Veranda Street
Portland, ME 04103
207-874-8135
207-874-8100

STATEWIDE WORKSHOP ON STRENGTHENING SECONDARY (6-12) PROGRAMS—CHALLENGE 2000: FOCUS ON STUDENT PERFORMANCE

Designed by the Virginia Department of Education, Challenge 2000 is a three-year initiative focusing on integrating academic and vocational skills in the secondary program. The goal is to assist school divisions developing a plan for implementing an interdisciplinary-team approach to improve the delivery of career guidance, counseling, and instruction to students in grades 6-12 that will motivate students to higher achievement levels and promote appropriate career decisions.

Each school division involved in the process, sent a six- to eight-member team which included a guidance counselor, principal, academic teacher, vocational teacher, division superintendent, director of vocational education, key instructional leader, or guidance supervisor. Upon submitting an appropriate plan and budget for activities, school divisions were given a mini grant of $2,000 for planning and implementation activities. Three workshops were held with assistance given to 100 school divisions on the implementation and development of a plan to integrate academic and vocational skills. Integration strategies used in Virginia pilot sites and in sites at other southern states served as a basis for the workshop. The workshop sessions

ADDRESS:
Statewide Workshop on Strengthening Secondary (6-12) Programs—Challenge 2000: Focus on Student Performance
Carl E. Jorgensen, Associate Specialist, Adolescent Education
Commonwealth of Virginia
Department of Education
P.O. Box 6Q
Richmond, VA 23216
804-371-7586

focused on such strategies as developing programs of study, counseling students, setting higher expectations for students in academic and vocational courses, offering applied academic courses, assessing students' needs, and relating student needs to occupational needs in the future.

ADDRESS:
Vocational Research Institute
1528 Walnut Street, Suite 1502
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VOCATIONAL RESEARCH INSTITUTE (VRI)

The Vocational Research Institute (VRI) is a division of the Philadelphia Jewish Employment and Vocational Service, a non-profit, non-sectarian human service agency founded in 1941. VRI develops and distributes vocational assessment and guidance materials for use in industry, governmental institutions, and organizations seeking to maximize the vocational potential of their clients.